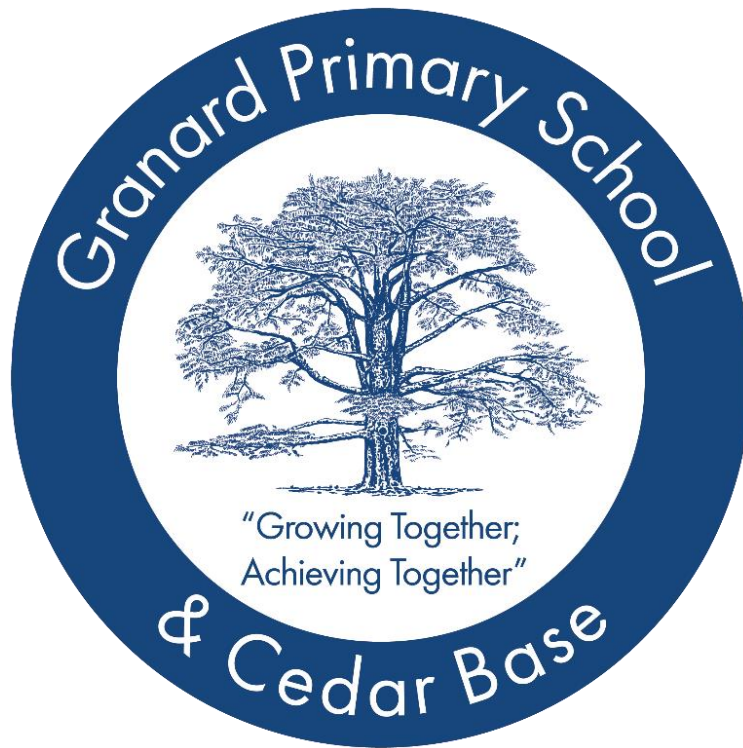


# Granard Primary School



# Curriculum Policy

February 2025

Review Due: February 2028

## **Intent**

We are very proud of our curriculum at Granard which has been designed to give our children a wealth of learning opportunities (in school, our local community, London and further afield), building on and developing their knowledge and creating independent, passionate learners.

We provide a broad and balanced, creative curriculum to ensure that the National Curriculum is covered and that children develop a range of knowledge, skills and understanding. Progression of knowledge and subject specific skills are considered for each subject so that prior learning is built upon.

We promote high standards of reading, writing and maths and expect the best possible attainment and progress for all our pupils. Throughout our curriculum, there is a focus on language acquisition through: exposure to good quality spoken and written language; meaningful speaking and listening opportunities (such as presenting and discussions) and exposure to subject specific terminology and knowledge.

Our stimulating, engaging lessons spark children's interest in learning, enabling our pupils to develop the skills and attributes needed to be successful, independent learners through teaching metacognitive approaches including working scientifically, risk taking, enquiry, challenge, resilience and self-reflection.

Our curriculum aims to help children develop socially and emotionally. We promote the school values and 6Rs (see below) so that children develop empathy for others and are encouraged to develop spiritually and morally. We provide opportunities for pupils to become more self-aware, have an awareness of others' feelings, and to apply a range of strategies so that they are calm, focused and ready to learn. We plan for opportunities to practise personal and social skills through working both independently and collaboratively. We create an inclusive learning community where all contributions are valued.

## **Aims for our children – our '6Rs'**

- Ready: organised, prepared, calm, flexible and focused
- Responsible: for their own learning, for the school and wider environment
- Respectful: towards each other, adults and resources
- Resourceful: access resources independently; use different approaches and strategies
- Resilient: problem solvers; rise to challenges
- Reflective: think about and improve their work; see things from others' perspective; consider the impact of own actions; challenge themselves

## **Implementation**

### **Topic based curriculum**

At Granard, we use a topic based curriculum, which links subjects in half-termly topics. We use a variety of good quality, carefully selected resources to support learning.

Through the year, topics are taught through integrated yet separate subjects. We believe it is important for our pupils to be introduced to separate subjects of the curriculum (*"For the next few weeks we will be learning about World War 2 through our history lessons"*) and the way in which they come together to develop a broader perspective.

History and Geography are mostly taught within topics; where possible Art, DT, Music, PSHE and Science are linked to the topics. Each half term, blocks of time are set aside for both Art and DT; the

focus for these days are linked to the topic being studied whilst also ensuring that key skills relevant to the National Curriculum for a given year group are covered and built upon. Although some subjects such as Maths, Spanish, Computing and RE don't always link directly to a topic, key concepts and skills which do link are made explicit.

Each year group, from Nursery to Year 6, covers up to six topics per year. Key texts, which are read and studied in English, are chosen carefully to complement each topic and reflect the school community.

### **In lessons, you will see...**

- Clear Learning Objectives (LOs)
- Metacognitive approaches being modelled and used
- Reflection and redrafting opportunities
- Independent working supported by scaffolded resources (e.g. success criteria) and additional adult support as appropriate
- A range of approaches and activities to engage children and facilitate good progress
- Positive behaviour for learning
- A range of approaches to assessment (see Assessment Policy) ensuring that misconceptions are identified and challenged
- Challenging activities to ensure good progress

### **Trips & Experiences**

'Big Bang' topic events are celebrated and are a fundamental feature of our curriculum. We value the importance and necessity to offer our children experiences, ones that are relevant, wonderful and unforgettable.

Where possible, units are completed with a celebration event. This is an opportunity for children to reflect upon and share their learning. These events take place in school and may include inviting parents in to look at children's work, sharing work with another year group or presenting in an assembly.

### **Parents**

Parents are informed about what their children are learning in school and how they can support the learning through the Topic and Subject Maps for each year group (on the school website) and through a half termly Curriculum News which is sent out to parents (and on the school website).

We welcome and invite parents to be involved with topics, especially those with relevant skills and interests. During the year, parents are invited to attend particular events laid on by Subject Leaders (for example, the annual Art Exhibition).

### **Impact**

We strive for all our children to make good progress and meet challenging targets set on prior attainment in core and foundation subjects. Assessment in foundation subjects links with National Curriculum expectations as laid out in subject and knowledge progression maps.

The impact of this is children applying the 6Rs so that they are prepared for the next phase in their education (secondary) as well as being able to contribute positively to both the school and wider community.

We constantly monitor and review the way in which we plan and organise our curriculum and the experiences that the children have.

Reviewed: February 2025

Review Due: February 2028

Approved by: Governor: .....

Name: ..... Date: .....

Headteacher: .....

Name: ..... Date: .....